# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Devonshire Road Primary Road |
| Number of pupils in school | 419 |
| Proportion (%) of pupil premium eligible pupils | 125 (30%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 17.12.21 |
| Date on which it will be reviewed | 10.07.22 |
| Statement authorised by | E.Hodge, Head Teacher |
| Pupil premium lead | Grace Brockless, Y6 Teacher |
| Governor / Trustee lead | Dave Bevitt |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 158,710 |
| Recovery premium funding allocation this academic year | £ 8,483 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 167,193 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to ensure all pupils make good progress and achieve high attainment across all subject areas, irrespective of their background or challenges faced. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. COVID-19 catch- up has also been taken into account when planning how best the funding can be utilised. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | **Impact of loss of education due to lockdown, bubble isolations and individual isolation**.  The number of sessions (am or pm ) lost due to COVID is 35,909 |
| 2 | **% EAL (a number of children at early stages of English)**  Currently, our percentage of EAL is 39% and our percentage of current INAs is 7.2%. |
| 3 | **Low levels of parental/carer engagement**  Average of 70% of children accessing learning to a good or better standard during Jan-Mar 2021 partial school closure.  The number of children currently reading at least twice a week at home with a parent/carer is:  EYFS – 36/60 (60%)  Year 1 – 33/59 (56%)  Year 2 – 40/60 (67%) |
| 4 | **Language deprivation on entry to school (New Intake and international new arrivals)**  The number of new INAs starting at DRPS on the 1st January 2021 - 31 Dec 2021 has been 18 children. We currently have 36% of children on the NASSEA tracker working at or below level 3 within the ‘speaking’ strand.  Nuffield Early Language Intervention baseline data for Autumn 2021 shows that 56% of our New Intake have below average language acquisition with 43% of them “much below average”. |
| 5 | **Attitudes to learning and limited aspirations and life experiences which limits access to learning and expectation of what they expect to and believe they can achieve.** |
| 6 | **Poor engagement with remote learning when required to isolate.** |

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Improved progress and attainment for our disadvantaged and vulnerable pupils within English (reading, writing and GPS) | % of pupils eligible for Pupil Premium meeting the expected standard at the end of KS1 and KS2 within reading and writing will be in line with national (or above) at the end of the academic year |
| Improved progress and attainment for our disadvantaged and vulnerable pupils within Maths | % of pupils eligible for Pupil Premium meeting the expected standard at the end of KS1 and KS2 within maths will be in line with national (or above) at the end of the academic year |
| Effective parental/carer engagement that creates on a positive impact on pupils | Our attendance and punctuality is at least in line with National figures.  100% of parents/carers to attend biannual parent/carer conferences.  At least 80% of children engaging some homework on a weekly basis (in line with homework policy).  At least 80% of good or better engagement from those accessing remote learning. |
| For children to build a strong love for learning which encourages aspirations and ambitions for the future. | At least 95% positive response about school based on pupil voice feedback.  SLT monitoring highlights positive learning behaviour in all lesson observations.  Attendance figures at least in line with national figures for all groups of children. |
| Accelerated vocabulary acquisition in EYFS and for international new arrivals. | Final NELI assessments to show that 100% of children accessing the intervention have made accelerated progress in vocabulary acquisition. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,750

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High quality CPD will be provided to staff to support with the provision of quality first teaching.  *To improve teacher pedagogy in English*  *and Maths to ensure a focus on basic skills so that they can be applied independently across the curriculum.*  *Inclusive of our curriculum TLR* | **A new report from the Education Policy Institute (EPI), commissioned by Wellcome, undertakes a detailed review of the evidence on the impact of teacher professional development. Key findings showed high-quality CPD for teachers has a significant effect on pupils’ learning outcomes.** | 1 2 4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 137,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Daily pre teaching and post interventions | EEF toolkit suggests the following impact based on their evidence:  Teaching assistant interventions = +4 months | 1 2 3 |
| Targeted interventions including those of high ability | EEF toolkit suggests the following impact based on their evidence:  Teaching assistant interventions = +4 months | 1 2 3 |
| One to One and small group tuition, outside of normal school hours | EEF toolkit suggests the following impact based on their evidence:  One to one tuition = +5 months progress  Small group tuition = +4 months  Extending school time = + 3 months | 1 2 3 |
| Equality TLR | EEF toolkit suggests the following impact based on their evidence:  Collaborative Learning approaches = +5 months  Metacognition and self-regulation = +7 months  Oral language interventions = +6 months  Phonics = +5 months | 1 2 |
| Intervention and Early Help  *-SENCO*  *- Teaching staff*  *- Bolton Behaviour Support Service*  *- Educational Psychologist*  *- Ladywood Outreach Intervention Package*  *- “The Nest at Canterburys” Speech and Language SLA* | EEF toolkit suggests the following impact based on their evidence:  One to one tuition = +5 months progress  Collaborative learning approaches = + 5 months  Social and emotional learning = +4 months  ‘Leading On Inclusion: The Role of the SENDCO’ 2021 Kay & Middleton   * *Reduces barriers* * *Increases participation and access to learning*   *Supports diversity* | 1 5 6 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 25,850

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast Club | EEF have released statement: re-publication of the evaluation of school breakfast clubs.  *“the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools”.*  *“For Key Stage 1 outcomes, the impact rating as originally reported, of +2 months’*  *For Key Stage 2 outcomes, the impact rating as originally reported, of +2 months, has been reduced to 0 months’*  Other activities completed during this time included homework which the EEF toolkit stated increased progress by 5 months | 1 6 |
| CPOMs | CPOMS is a tool which allows staff to effectively act on safeguarding and wellbeing. DSLs act on these promptly which leads to timely actions and effective support for children. CPOMS enables effective tracking and monitoring, which leads to enhanced practice. | 5 6 |
| Learning Mentor | EEF toolkit suggests the following impact based on their evidence:  Behaviour interventions = +4 months  Collaborative learning approaches = + 5 months  Social and emotional learning = +4 months | 5 6 |
| Attendance Officer | EEF toolkit suggests the following impact based on their evidence:  Behaviour interventions = +4 months  Collaborative learning approaches = + 5 months  Social and emotional learning = +4 months | 5 6 |
| Greater provision of wider opportunities for most disadvantaged children/ Enrichment Activities  e.g., Y2 pantomime and Y6 Shakespeare | Research shows that the most disadvantaged children are less likely to have access to these opportunities, resulting in an increased gap between most and least disadvantaged. | 5 6 |
| School Counsellor | EEF toolkit suggests the following impact based on their evidence:  Behaviour interventions = +4 months  Collaborative learning approaches = + 5 months  Social and emotional learning = +4 months | 5 6 |

**Total budgeted cost: £** 167,200

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Please see reviewed PPG from 2020-21 on the school website. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Online maths intervention | White Rose Maths |
| Phonics | Collins Big Cat Phonics |
| Maths | White Rose Maths, Mathletics, TT Rockstars |
| Computing | Purple Mash |
| Online Safety | National Online Safety |
| EYFS | Tapestry |
| EAL | Flash Academy |
| Teams | Microsoft |
| Class Dojo | Y Combinator's Ed-tec |
| National College online CPD package | National College |